

2. Indicate who will provide the instruction, their qualifications and the ongoing support they will receive.

The typical Huntington Learning Center employs a Center Director, an Assistant Director, and a number of part-time teachers required to meet its instructional needs. Center Directors and Assistant Directors serve a supervisory role in the delivery of supplemental educational services. In many Centers, an especially skilled veteran teacher is appointed Head Teacher and provides additional supervision to other instructors. Huntington Head Teachers typically hold full teacher certification. All full-time staff and part-time teachers are required to undergo a criminal background check.

Our teachers are our strongest assets. Prospective teachers must hold at least a bachelor's degree, and must earn Huntington Certification before they may teach in a Huntington Center. The majority of our teachers hold advanced degrees and credentials, usually in education. Prospective teachers who hold state certification require approximately ten (10) hours of training to earn Huntington Certification. Huntington Certification includes in-depth training on working with diverse student populations, including exceptional, underachieving, and socio-economically disadvantaged students.

Huntington develops and distributes monthly Huntington Teacher Meeting Plans for use in all Centers nationwide. Teacher Meeting Plans cover changes in curriculum, program overviews, and student management strategies. Teacher meetings are mandatory. All full-time employees receive intensive training on a continual basis. All full-time staff begins employment by attending Huntington Initial Training Program (HITP) at the Huntington Training Facility in Oradell, NJ.

Huntington conducts training sessions on curriculum, management, and finance in each Center as needed. Trainers may be in a Center for as many as two days per week. Minimally, a Center will receive on-site training at least once a year, in addition to the Initial Advance Training, Huntington Regional Seminars, Monthly Teachers Meetings, and Directors Meetings.

3. Provide evidence of the program's effectiveness in increasing student achievement.

Since the enactment of the No Child Left Behind Act (NCLB), Huntington Learning Center has provided high quality supplemental educational services to Title I students nationally. Huntington Learning Center has begun to gather qualitative and quantitative data in order to measure the results of our program. Some of this qualitative data include many letters of recommendations from school officials, and students' parents detailing the significant impact Huntington's program has had on the students who have enrolled and completed our program (please refer to Attachment A). However, one of the most important pieces of evidence of the positive impact of our program in the academic achievement of our students is the actual measure of their improvement as shown by their increased grade level equivalency and/or percentile scores in standardized assessments.

A random sampling of students' results which include students who received Huntington Learning Centers' Supplemental Educational Services (SES) throughout the United States are included here for review. While Huntington continues to assess the final results of our SES program, during this school year, initial scores indicate that students increased an average of **2.03 GE** (grade equivalent) in their reading Comprehension Scores and **2.18 GE** in their Vocabulary Scores. Initial scores also indicated that students increased an average of **2.10 GE** in their Math Computation Scores. In addition the percentile scores indicate that our NCLB students who participated in our program between September of 2003 through August of 2004, improved an average of **37 percentile points** on the Verbal section and an average of **31 percentile points** on the Math section of the **CAT5™** (California Achievement Test) (please see the following chart). The results below are based on each student completing a 30-hour program of instruction with Huntington.

Verbal Scores in Reading Comprehension and Vocabulary

Student	Grade	Initial Test				Retest	
		Date administered	Comprehension %	Comprehension GE	Vocabulary %	Vocabulary GE	Final date
Jose	6.20	11/24/2003	11	3.5	30	5.2	4/17/2004
Nathalie	9.60	4/3/2004	2	2.9	2	3.0	7/1/2004
Lisbeth	10.20	11/8/2003	73	12.9	30	8.1	3/27/2004
Luis	4.20	11/18/2003	0	0.0	3	0.6	1/7/2004
Crystal	8.20	11/10/2003	68	9.8	70	10.2	3/29/2004
Brandon	6.40	1/26/2004	12	3.7	35	5.8	6/14/2004
Alberto	6.50	3/6/2004	21	4.5	9	3.8	5/22/2004
Helen	9.60	4/3/2004	22	6.1	6	4.5	5/19/2004
David	3.20	11/4/2003	74	4.4	75	4.7	1/27/2004
Ivan	6.20	11/6/2003	0	0.0	1	1.4	3/20/2004
Kevin	7.50	2/16/2004	19	4.3	16	5.1	4/13/2004
Danny	11.20	11/22/2003	12	5.8	7	5.7	3/18/2004
Mariana	7.50	3/15/2004	90	12.9	60	8.8	6/15/2004
Daniel	7.50	2/19/2004	25	5.3	48	8.2	4/15/2004
David	7.50	2/19/2004	28	5.2	30	6.0	4/15/2004
Emmanuel	4.20	11/5/2003	86	7.3	96	7.7	1/3/2004
Richard	1.20	11/5/2003	0	0.0	0	0.0	1/3/2004
Judyann	6.20	11/15/2003	84	10.1	98	12.9	1/24/2004
Sergio	9.50	2/21/2004	5	4.0	1	8.3	6/28/2004
Victor	6.20	11/8/2003	66	8.2	49	6.1	3/6/2004
Roman	8.50	2/25/2004	8	3.6	1	2.0	5/8/2004
Elise	7.20	11/22/2003	3	2.5	10	4.4	2/14/2004
Aaron	6.20	11/3/2003	0	0.0	0	0.0	1/10/2004
Trisha	7.20	11/3/2003	61	8.2	48	6.9	1/10/2004
Emmanuel	6.20	11/24/2003	15	3.8	59	6.8	4/10/2004
Sarai	8.20	11/24/2003	23	5.1	6	4.4	5/21/2004
Anthony	6.30	12/20/2004	16	4.2	90	11.0	2/28/2004
Alyssa	4.60	3/4/2004	61	5.3	84	6.5	6/7/2004
Edward	6.60	3/4/2004	11	3.5	3	2.7	5/20/2004
Milton	8.20	11/11/2003	13	4.1	22	5.8	1/13/2004
Bryant	8.20	11/8/2003	15	4.3	1	2.7	2/14/2004
Joshua	7.20	11/3/2003	54	7.8	30	5.9	2/7/2004
Sergio	7.20	11/3/2003	43	6.3	34	6.4	2/7/2004
Isac	8.20	11/3/2003	33	5.5	30	6.1	1/21/2004
Roxana	6.20	11/17/2003	31	4.8	43	5.8	2/7/2004
Christine	8.20	11/6/2003	7	3.5	12	5.1	1/3/2004
Michael	6.50	2/16/2004	43	5.9	41	6.1	4/12/2004
Patrick	6.50	2/16/2004	61	8.1	4	2.9	4/12/2004
Maya	6.20	11/10/2003	88	10.7	77	8.5	1/26/2004
Nazish	7.20	11/22/2003	7	1.7	15	1.7	3/20/2004
Jesus	6.80	5/12/2004	23	4.6	16	4.0	7/7/2004
Samantha	7.20	11/4/2003	36	5.6	16	4.9	1/10/2004
Darion	6.20	11/4/2003	0	0.0	12	3.8	3/6/2004

Math Scores in Math Computation

Student*	Grade	Initial Test			Retest		
		Date administered	Computation %	Computation GE**	Final date	Computation %	Computation GE
Muhmud	7.30	12/16/2003	90	10.2	4/17/2004	99	12.9
Danica	8.40	1/22/2004	2	3.4	6/15/2004	16	5.3
Jessica	7.50	2/13/2004	41	6.0	5/25/2004	59	7.1
Vanessa	3.50	2/13/2004	66	3.2	5/28/2004	99	5.0
Kristen	1.40	1/14/2004	2	0.0	5/26/2004	99	3.0
Tonaya	8.60	3/1/2003	12	5.1	5/20/2004	30	7.1
Paige	8.00	9/30/2003	13	5.3	2/26/2004	75	10.3
Osoeola	8.00	9/30/2003	20	6.0	3/2/2004	59	8.8
Ashley	4.20	11/12/2003	76	4.8	5/5/2004	96	5.8
Bolivar	8.00	9/30/2003	67	9.4	2/3/2004	80	10.9
Jose	4.00	9/29/2003	49	4.1	2/23/2004	63	4.4
Nazir	4.00	9/29/2003	54	4.2	2/11/2004	87	5.1
Randolph	4.00	9/29/2003	32	3.5	2/4/2004	71	4.6
Jair	2.80	5/11/2004	84	3.5	8/18/2004	99	5.8
Miguel	2.80	5/11/2004	30	2.0	8/18/2004	85	3.8
Kiana	7.20	11/1/2003	23	5.5	3/27/2004	51	7.8
Joe	7.20	11/3/2003	32	6.0	1/10/2004	33	6.3
Nigel	5.10	10/1/2003	20	4.1	1/1/2004	75	5.6
Justin	3.10	10/1/2003	29	2.7	1/1/2004	49	3.4
Patrique	3.70	4/9/2001	73	4.2	6/12/2004	82	4.7
Amar	7.90	6/8/2004	40	7.6	8/31/2004	91	12.9
Alexander	7.90	6/9/2004	32	7.3	8/25/2004	46	7.9
Jean	7.90	6/26/2004	20	5.6	8/24/2004	68	9.5
Erica	7.90	6/14/2004	1	2.4	8/25/2004	67	5.9
Seeta	8.90	6/14/2004	60	10.7	9/1/2004	93	12.9
Amanda	7.90	6/3/2004	1	2.4	8/30/2004	27	6.9

*To protect the privacy of our students last names have been purposely omitted.

** A "0" initial test score for indicates that Huntington was unable to score these test due to lack of reading ability.

Furthermore, LEAs from California, Maryland, New York and Ohio have determined that Huntington Learning Centers, Inc. has been highly effective in providing SES services to their students. Particularly in Ohio, Huntington Learning Centers, Inc. was given the highest mark for effectiveness. Graded in a scale from 1 – 12 (from lowest to highest) Huntington was awarded 12 points. The following is an excerpt from the effectiveness and monitoring data provided to Huntington Learning Centers, Inc. from the Ohio Department of Education:

"Your effectiveness rating is based on an average of all the effectiveness reports submitted by districts with which you had an agreement during the 2003-2004 school year. If the effectiveness data show a provider has failed to improve student proficiency for two consecutive years, the provider will be removed from the state approved provider list".

Your average score for year 2003-2004 (Year 1) based on the Effectiveness Report data provided to ODE (Ohio Department of Education)

Score	Rating
12	Effective

Rating Scale:	
0-3	Not Effective
4-7	Needs Improvement
8-12	Effective

It is our focus on individualized instruction that has made our program effective. Research has proven that a program that is based on individualized instruction will not only be effective but it will also have a great impact in the education of a student. An example of such research is Tennessee's Project Star (Student-Teacher Achievement Ratio). STAR is the largest, longest-lasting and most controlled study to date on class size. Project STAR has provided key research on smaller class size, showing that students in smaller classes outperformed similar students in larger classes.

Project STAR demonstrated that students in smaller classes scored higher than students in larger classes on standardized and curriculum-based tests and that having the opportunity to teach students in a small class ratio will facilitate instruction by allowing teachers the time to concentrate on the individual needs of each student (Source: North Central Regional Educational Laboratory). Another study conducted by the Center for Education Research and Analysis and Innovation along with the University of Wisconsin called: Student Achievement Guarantee in Education Program (SAGE) had similar findings.

According to SAGE, the most significant factor affecting individual student performance on tests was socioeconomic status, but when this variable was accounted for, class size had the most significant effect on student scores. In addition, according to SAGE, in small classes the teachers understood the strengths and weaknesses of each student and could tailor their instructional strategies to these students' needs (Source: American Youth Policy Forum, 2000). Follow up studies have been conducted by the Health & Education Research Operative Services (HERO) and indicated that the effects of an individualized instruction throughout the course of a student's education will also have a long-term impact such as higher graduation rates and higher likeliness of attending college. Our individualized instructional methodology is one of the

reasons why our program is highly effective. Our program design is bound to our mission of giving every student the best education possible.

The analysis of individual student scores show that Huntington has been effective in helping students at every level of Reading and Math ability, from the most deficient to the most advanced. States' reports such as Ohio and its ranking of Huntington as a top performer in terms of efficiency also supports the effectiveness of Huntington's individual instructional methodology and confirms that Huntington has been successful in helping underachieving students reach grade level.

- 4. Describe the evaluation, monitoring for effectiveness and communication process.**
 - a. Describe how the program will be monitored for effectiveness.**
 - b. Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.**
 - c. Describe how the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary).**

4a) Describe how the program will be monitored for effectiveness.

It is Huntington's aim to continually assess the success and progress that our program is having on every one of our students. It is for this reason that our teachers are asked to monitor and comment on the performance of the student on a daily basis. Every time a student has completed the proposed instruction for that day, the students' Huntington teacher records comments regarding the student's academic outcomes as well as recommendations for the next instructional period based on their prescribed Huntington program. This information is kept in an individual student binder prepared by Huntington. The information is then submitted to the parent and the school along with progress reports.

We expect to meet quarterly with LEA personnel to discuss the information that we have gathered regarding each student's performance and to monitor our program in order to correct any problems and ensure that we are running it efficiently. We expect to provide school administrators and LEA personnel with agreed-upon reports including but not limited to attendance and progress reports. Pre and post tests results will be gathered in order to measure a student's achievement.

4b) Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.

Student progress will be measured using the following criteria: performance on standardized achievement tests (usually the California Achievement Test which is a nationally accepted test that meets the standards of educational and psychological validity) administered initially and at the end of instruction; performance on Huntington's proprietary post tests such as the Huntington Math Placement Exam, administered to evaluate specific skills mastery; school's reported academic progress; parent comments; and school teacher comments.

In addition, following completion of selected curricula on the lesson plan, the corresponding Post-test is administered and competency determined. The process continues by testing with the next Pre-test or re-teaching material not mastered. Huntington's teachers report daily on student progress as observed through instruction, homework, and anecdotal information. Collected